GRADUATION RATES FOR
2017 COHORT
FEBRUARY 16, 2022
GUIDING PRINCIPLES

A foundation of Diversity, Equity and Inclusion

Support-oriented approach through collaboration, technical assistance, guidance and responsiveness
SCHOOLS AND STUDENTS FACED UNPRECEDENTED CHALLENGES AND UNCERTAINTIES IN SCHOOL YEAR 2020-21

Shifting instructional models

Isolation

Quarantines

Loss of loved ones

Illness

Concurrent instruction

Chronic absenteeism

School closures

Educators

Students

Parents
MULTIPLE WAYS TO ASSESS STUDENT LEARNING

Schools use several strategies to assess student learning:

- Locally and teacher-developed tests
- Coursework
- Vendor-developed tests used locally
- Projects
- State assessments
CURRENT NYS DIPLOMA REQUIREMENTS

Credit Requirements
(22 units)

Assessment Requirements
(4 + 1 Pathway)
PANDEMIC IMPACT ON 2017 COHORT

Spring 2020: June and August Regents Exams canceled and regulations adopted to exempt certain students from Regents Exam diploma requirements. These exemptions apply to the 2017 cohort as well as the 2016 cohort.

November 2020: Department cancels January 2021 administration of all Regents Exams.

December 2020: Board adopts regulations to exempt certain students from canceled Regents Exam diploma requirements.

March 2021: June 2021 Regents Exams canceled except those required by federal law. All August 2021 Regents Exams canceled. Regulations adopted to exempt certain students from canceled Regents Exam diploma requirements.
HOW EXEMPTIONS APPLY TO 2016, 2017 AND FUTURE COHORTS

Applied to students who:

- Successfully completed courses leading to required Regents Exams;
- Successfully completed a make-up program leading to course credit; or
- Transferred to a New York State public or Charter school from a school that did not offer Regents Exams, granted transfer credit

Exemptions will factor into:

- 2016 and 2017 cohort graduation rates but to what extent cannot be determined
- Future Cohorts of students as well
The graduation rate increased from 84.8% to 86.1% over last year

1.3 percentage-point increase

Continues upward trend

9.4 percentage points higher than 10 years ago (76.7%)

Recent years’ trend is consistent with the 10-year trend; Suggests reasonable adjustment made to graduation requirements exemptions given the pandemic

More work remains to be done to further improve outcomes by focusing on educational equity for all students
GRADUATION RATE OVER 10 YEARS - AUGUST

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>76.7%</td>
</tr>
<tr>
<td>2009</td>
<td>77.8%</td>
</tr>
<tr>
<td>2010</td>
<td>79.1%</td>
</tr>
<tr>
<td>2011</td>
<td>80.3%</td>
</tr>
<tr>
<td>2012</td>
<td>81.4%</td>
</tr>
<tr>
<td>2013</td>
<td>82.1%</td>
</tr>
<tr>
<td>2014</td>
<td>82.6%</td>
</tr>
<tr>
<td>2015</td>
<td>83.4%</td>
</tr>
<tr>
<td>2016</td>
<td>84.8%</td>
</tr>
<tr>
<td>2017</td>
<td>86.1%</td>
</tr>
</tbody>
</table>
2017 COHORT 4-YEAR STATEWIDE OUTCOMES – AUGUST

2017 Cohort Size: 208,217 students
2016 Cohort Size: 208,449 students
2015 Cohort Size: 207,826 students

Superintendents’ Determination School Year 2020-21: 51 Local Diplomas Awarded
(based on school year when local diploma awarded, not tied to cohort)
GRADUATION RATES BY NEED/RESOURCE GROUP
PERCENTAGE OF GRADUATES AFTER 4 YEARS THROUGH AUGUST, ALL STUDENTS
2015, 2016, AND 2017 4-YEAR GRADUATION RATES BY SUBGROUPS – AUGUST
ENGLISH LANGUAGE LEARNER GRADUATION RATES - AUGUST

Current ELLs are students who were identified as ELL during the school year of their last enrollment.

Ever ELLs are students identified as ELL in any school year preceding the school year of their last enrollment.

Never ELLs are students who never were identified for ELL services.
### English Language Learners in Public Schools After 4 Years

<table>
<thead>
<tr>
<th>Category</th>
<th>2015 Total Cohort</th>
<th>2016 Total Cohort</th>
<th>2017 Total Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>38.9%</td>
<td>46.0%</td>
<td>60.5%</td>
</tr>
<tr>
<td>Local Diploma</td>
<td>13.2%</td>
<td>3.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Regents Diploma</td>
<td>24.5%</td>
<td>41.0%</td>
<td>51.9%</td>
</tr>
<tr>
<td>Regents Diploma with Advanced Designation</td>
<td>1.2%</td>
<td>2.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>31.3%</td>
<td>25.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Non-Diploma Credentials</td>
<td>1.2%</td>
<td>1.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Dropped out</td>
<td>27.1%</td>
<td>25.5%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Transferred to an Approved High School Equivalency Program</td>
<td>1.5%</td>
<td>1.9%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
GRADUATION RATE OVER 10 YEARS, STUDENTS WITH DISABILITIES - AUGUST

Graduation Rate, Students with Disabilities

- 2008: 47.0%
- 2009: 51.6%
- 2010: 52.7%
- 2011: 52.4%
- 2012: 55.2%
- 2013: 56.6%
- 2014: 58.5%
- 2015: 60.6%
- 2016: 62.2%
- 2017: 64.5%
### Students with Disabilities in Public Schools After 4 Years

<table>
<thead>
<tr>
<th></th>
<th>2015 Total Cohort</th>
<th>2016 Total Cohort</th>
<th>2017 Total Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Graduates</strong></td>
<td>60.6%</td>
<td>62.2%</td>
<td>64.5%</td>
</tr>
<tr>
<td><strong>Local Diploma</strong></td>
<td>26.7%</td>
<td>12.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Regents Diploma</strong></td>
<td>30.3%</td>
<td>43.6%</td>
<td>50.5%</td>
</tr>
<tr>
<td><strong>Regents Diploma with Advanced Designation</strong></td>
<td>3.5%</td>
<td>5.6%</td>
<td>7.5%</td>
</tr>
<tr>
<td><strong>Still Enrolled</strong></td>
<td>23.7%</td>
<td>25.3%</td>
<td>24.7%</td>
</tr>
<tr>
<td><strong>Non-Diploma Credentials</strong></td>
<td>3.4%</td>
<td>3.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Dropped out</strong></td>
<td>11.1%</td>
<td>8.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>Transferred to an Approved High School Equivalency Program</strong></td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Local Diplomas Awarded Through Superintendents’ Determination</strong></td>
<td>School Year 2018-19</td>
<td>School Year 2019-20</td>
<td>School Year 2020-21</td>
</tr>
<tr>
<td></td>
<td>1,255</td>
<td>290</td>
<td>51</td>
</tr>
</tbody>
</table>
GRADUATION RATE OVER 10 YEARS ECONOMICALLY DISADVANTAGED STUDENTS – AUGUST

Graduation Rate, Economically Disadvantaged

Cohort Year

% Graduation Rate

40.0% 45.0% 50.0% 55.0% 60.0% 65.0% 70.0% 75.0% 80.0% 85.0% 90.0% 95.0% 100.0%


67.4% 68.7% 70.9% 72.8% 75.3% 76.2% 76.2% 77.1% 79.6% 81.5%
DROPOUT RATES AFTER 4 YEARS BY SUBGROUP - AUGUST

2015 Cohort Size 207,826
2016 Cohort Size 208,449
2017 Cohort Size 208,217
STRENGTHENING OPPORTUNITIES FOR ALL STUDENTS

- Culturally Responsive and Sustaining Education Framework
- Equity-Focused Social Emotional Learning Benchmarks & Guidance
- Continuum of Increasing Support for CSI Schools
- Integrated Framework for Multi-Tiered System of Supports
- ELL Equity Institute for District & School Leaders

Supporting and Advancing Opportunities for All Students
STRENGTHENING OPPORTUNITIES FOR ALL STUDENTS IN THE FUTURE – BLUE RIBBON COMMISSION ON GRADUATION MEASURES

Goal:
To undertake a thoughtful and inclusive process to explore what a New York State high school diploma means and what it should signify to ensure educational excellence and equity for all New York State children.

Purpose:
The purpose of the Commission is to review research, practice, and policy, and to gather input from across the state to help inform recommendations to:

- Reconsider current diploma requirements
- Ensure all students have access to multiple ways to demonstrate their knowledge
- Ensure a transition plan allows time to prepare for and implement any changes
CONCLUSION

Graduation rates continued their upward trend for the 2017 cohort and demonstrate that reasonable adjustments were made to graduation requirements exemptions given the pandemic. Regents Exam exemptions may affect the graduation rate for 2016, 2017, and future cohorts but to what extent cannot be determined.

Barriers to opportunities need to be addressed so each student has the individualized support he or she needs to be successful.

The Board is focused on implementing policies to foster diversity, equity, and inclusion that are needed to address these barriers to opportunities.

NYSED is taking a support-oriented approach to help schools improve and provide opportunities to succeed for all students.
THANK YOU!